**3rd Grade Math, Topic 12.1 Understanding Fractions**

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| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | |
| Materials: Math Journals, crayons, centimeter grid paper (Teaching Tool 13) (2 sheets per group) | |
| **ANTICIPATORY SET**  (5-10 MINUTES) | |
| **Computation Practice** Timing: 3 minutes using *Aimsweb* 3rd grade M-COMP progress monitoring probe; students self-correct using their “teacher pens”; students record number correct in Math Journal; collect papers or current division timed test.  **Problem of the Day** 12-1  “Find a and b to make these number sentences true. (Hint: Try, check, and revise.) Make a table in your journal.  a x b = 24 and a-b = 5 | |
| **BUILDING A FOUNDATION**  (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction  ***Fractions:*** Halves, fourths  Discuss answers to **Problem of the Day.** | |
| **WHOLE GROUP INSTRUCTION: Concrete**  (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Problem: Students find different ways to divide a shape drawn on grid paper into two equal parts or halves. “How can you divide a region into two equal parts?  Problem: Work with your partner to find as many different ways as possible to divide a 4 x 4 region into two equal parts. Show each way on grid paper. Color the two parts of each region a different color. Be prepared to tell the class how you know that the parts are equal. Show your work in your math journal.  Class discussion: How students show a variety of solutions. How do you know that the two parts are equal? (Each part has the same number of squares.) How are the ways you found different? (The parts are different shapes.) How are the ways you found the same? (All the ways have two parts with the same number of squares in each.) If you divide each of the two parts into two more equal parts, how many equal parts will you have?  Extend: divide one 4 by 4 region into 4 equal parts and another 4 by 4 region into 8 equal parts | |
| **SCAFFOLDED INSTRUCTION: Representational**  (15-20 MINUTES) | |
| *Develop the Concept: Visual*  *Visual Learning* Bridge in Student textbook and projected (if access to document camera)  *Guided Practice* problems 1-4  *Guided Practice* problems 5-7 independently, then partner share responses (using gird paper and recording drawings in Math Journals)  \*ReTeaching on page 276, if necessary | |
| **INDEPENDENT PRACTICE: ABSTRACT**  **(**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  *Independent Practice* problems (evens 8-15) in Math Journal \*Brain Builder: Problem Solving problem #16-19 (Use this time to monitor student work. Identify students that may need to revisit today’s concept. Identify students that may need to revisit prerequisite skills.) | |
| **FORMATIVE ASSESSMENT**  (5-10 MINUTES) | |
| Explain/Introduce student selections\*\*  **Quick Check 12-1** Have students complete and turn the Quick Check. | |
| **CENTER ACTIVITIES**  (15 MINUTES) \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| Give students a Student Selection Menu for the week. Students choose ONE activity per day during Math Center time.  Student selections: Or Do your own centers.   |  | | --- | | 1. Play Fill In the Hexagon with Pattern Block Game | | 1. **Toss and Talk** (partner game from Differentiated Instruction On-Level or Advanced) | | 1. **Leveled Homework** Reteaching, Practice, or Enrichment pages (have a self-check KEY for students to self-monitor) | | 1. Math War (partner game using addition and subtraction facts) | | 1. Dot game (partner game using 2 number cubes to multiply) | | 1. Writing station: Make a book of Fraction Equivalent with pattern blocks paper pieces |   During Math Center time, pull students based on previous days Quick Check that scored in the “Intervention” range to work in small group. Use Differentiated Instruction **Intervention** lesson with small group. | |
| **HOMEWORK** | |
| **Spiral Review 10-7- or practice page.** | |